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AUTHOR Puccio, Ignazio; Sica, Michael
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ABSTRACT

In 1982-83, Project VIBES provided instruction in English as a Second Language (ESL) and French language skills, as well as bilingual instruction in science, math, social studies, and hygiene, to approximately 100 limited-English-speaking students in grades 9-12 of South Shore High School in Brooklyn, New York. Seventy percent of the students were recent Haitian immigrants whose language is Haitian-Creole and who were educated in French in Haiti. The rest were Israelis, Asians, and Spanish-dominant Hispanics. The program was transitional and emphasized the acquisition of enough English for mainstreaming. Quantitative analysis of student achievement indicates that (1) the criterion level for English language development was not met; (2) overall passing rates for 75% were reached in native language studies, math, social studies, and business and vocational courses; and (3) the program attendance rate was significantly higher than that of the overall school population. In addition, all curriculum development objectives except one were met, successful counseling and tutorial programs were in place (although the level of needs was greater than the provision made), and staff development activities took place throughout the year. Finally, parental participation was limited. (CMG)

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SOUTH SHORE HIGH SCHOOL

PROJECT VIBES

1982-1983

OEE Evaluation Report

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O.E.E. Evaluation Report

March, 1984

Grant Number: G00-800-5984

SOUTH SHORE HIGH SCHOOL

PROJECT VIBES

1982-1983

Principal:
Dr. Lawrence Feingenbaum

Project Director:
Mr. Alberto Bursztyn

O.E.E. Bilingual Education Evaluation Unit

Judith Stern Torres, Manager

Prepared by:

Ignazio Puccio
Michael Sica

With the Assistance of:

Barbara Shore

New York City Public Schools
Office of Educational Evaluation
Richard Guttenberg, Director

A SUMMARY OF THE EVALUATION

FOR PROJECT VIBES

SHOUTH SHORE HIGH SCHOOL

1982 - 1983

This program, in its final year of a three-year funding cycle, provided instruction in E.S.L. and French language skills, as well as bilingual instruction in science, mathematics, social studies, and hygiene to approximately 100 students of limited English proficiency in grades nine through twelve. Seventy percent of the program students were recent Haitian immigrants whose home language is Haitian-Creole and who were educated in French in Haiti. The remaining 30 percent were Spanish-dominant Hispanics, Israelis, and Asians. The students varied in English-language proficiency, native language ability, and overall academic preparedness: some had received an adequate education in Haiti while others were not proficient in French and possessed limited skills in the academic areas.

Due to severe budget cuts during the first two years of funding, the project revised substantially its original goals and objectives. The program was transitional and emphasized the acquisition of those English language skills necessary for full mainstreaming. Although full mainstreaming occurred on the basis of test scores, teacher recommendations, academic performance, and parental choice, all program students took at least some mainstream courses in an effort to promote both social and academic adjustment.

Title VII funds supported the following project staff positions: a project director; a resource teacher/curriculum developer; and a paraprofessional. Tax-levy monies funded the project's grade advisor. The salary of the bilingual secretary was provided by Title VII and tax-levy funds although she worked solely for the project. Curriculum materials parallel to those used in the mainstream were developed in the following areas: French ecology; French practical ecology; French hygiene; French economics; E.S.L. science; and E.S.L. biology. Supportive services to program students consisted of personal guidance, a tutorial program, vocational counseling, home visits/telephone calls, and referrals to outside agencies. Development activities for staff members included regularly scheduled meetings and workshops and attendance at several conferences on bilingual education. Parental participation was limited although the paraprofessional made regular telephone calls informing parents of their children's grades and absences.

Student were assessed in English language development (Criterion Referenced English Syntax Test); growth in their mastery of the native language (teacher-made tests); mathematics, science, social studies,

and business and vocational subjects (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement indicates that:

--Program students mastered 0.44 objectives per month on the CREST in the spring, and did not meet the criterion level in this area.

--In native language studies, mathematics, science, social studies, and business and vocational courses, program students achieved overall passing rates of 75 percent in both the fall and spring.

--Program students had a significantly greater rate of attendance than the overall school population.

The following recommendations are aimed at improving the overall effectiveness of the program:

--Providing additional guidance services to meet the high level of need reported;

--Developing individualized instructional programs in the content areas, particularly in mathematics;

--Continuing efforts to incorporate Haitian-Creole into native language studies and content instruction in general as a means to promote achievement in all subject areas among those students not yet proficient in French language skills;

--Retesting students with the next higher CREST level if students master more than 50 percent of the objectives on the pre-test.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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SOUTH SHORE HIGH SCHOOL

PROJECT VIBES

Program Title:	Value Inculcation in a Bilingual Education Setting (VIBES)
Location:	6565 Flatlands Avenue, Brooklyn, New York
Year of Operation:	Final year of a three-year cycle
Principal:	Lawrence Feingenbaum
Project Director:	Alberto Bursztyn
Target Languages:	French/Haitian-Creole
Number of Students Served Each Semester:	100 (Fall), 114 (Spring)

I. CONTEXT

ENVIRONMENT

South Shore High School is located on Flatlands Avenue in Brooklyn. It is situated in a middle class neighborhood and attracts students from an attendance area encompassing Flatlands, Canarsie, Mill Basin, and East Flatbush. In the vicinity of the school, there are many small businesses which cater to community residents. The project director indicated that the relative stability of the neighborhood has, in part, contributed to the declining enrollment at South Shore: as the area's residents get older and their children finish high school and go on to college, these families are not moving out of the neighborhood. As a result, there are progressively fewer families with high school age children.

Several ethnic groups live in the vicinity of South Shore: Haitians, Chinese, Israelis, Poles, Russians, and immigrants from Central and South America.

ATTENDANCE AREA

As stated in last year's evaluation report, in 1980, zoning changes were implemented in order to conform to the Nyquist decision which aimed at maintaining a racial balance in New York City's public schools. The northern attendance area was designated a choice-of-admission zone; its students could choose from among fourteen schools, including South Shore. This re-zoning led to an overall decline in attendance and a decrease in black enrollment at the school.

Re-zoning has also affected Project VIBES in zoning many Haitian students out of the South Shore area. These students, who would have attended South Shore, are enrolled at Tilden High School instead. The project director indicated that an attempt had been made to share the bilingual resources with Tilden, but the Tilden administration declined the offer.

SITE CHARACTERISTICS

South Shore High School is a large, new, and beautiful school. It was opened in 1971 and its campus covers a large, sprawling area of several acres. It has a large, well-maintained athletic field with facilities for baseball, football, soccer, and track. There are many green spaces on the campus and students seem to enjoy staying within its confines. On three visits to South Shore, the evaluators never saw students loitering off campus.

Inside, the school is equally spacious with large, well-lit corridors and rooms. The auditorium has a seating capacity of well over 1,000 and several student activities are held there. The project director and the principal both pointed out that the school was designed to hold many more students than it now serves and that in the mid-seventies, South Shore was the largest public high school in the nation.

In 1982-83, the school primarily served a middle class population which was 56 percent white, 30 percent black, 12 percent Hispanic, and 2 percent Asian.*

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*Source. Pupil Ethnic Composition Report, October, 1982, Office of Student Information Services, Board of Education of the City of New York.

II. STUDENT CHARACTERISTICS*

ENTRY CRITERIA

Participation in Project VIBES is determined in part by scores on the Language Assessment Battery (LAB). Students who score below the twenty-first percentile on the English LAB are eligible for the program. Additional indicators used to determine eligibility for the VIBES program are scores on the Criterion Referenced English Syntax Test (CREST), recent arrival in the United States, interviews with and recommendations from the project staff, evaluation from the project's tax-levy grade advisor, and parental preference.

Students who have completed even one year of junior high school in the United States are eligible for Project VIBES, however, because they must take the city-wide examinations in English, an effort is made to expedite their mainstreaming. These students generally receive E.S.L. instruction and are sometimes programmed into native language studies classes. Limited services are offered to non-LEP students whose parents request their participation in the program. Students who do poorly on the English and Spanish versions of the LAB and manifest learning disabilities are not admitted; they are referred to special education. After psychological testing, the school psychologist recommends placement.

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*Note. With the exception of Academic and Language Proficiency, all sections in this chapter include students of various language groups who benefitted from program services.

COMPOSITION

Project VIBES provides services to 114 students. Of these, 64 percent are Haitian immigrants whose home language is Haitian-Creole, and who have been educated in French in Haiti. The remainder of the students are Spanish-dominant Hispanic students, Israelis, Italians, and Asians (see Table 1). These non-Haitian students were not part of the target population in the program plan negotiated and approved. However, the program provided them with E.S.L. classes, instruction in the content areas using an E.S.L. approach, Spanish to Spanish-speakers, and Hebrew to Hebrew-speakers.

Table 2 presents a breakdown of program students by sex and grade and Table 3 presents the students by age and grade.

TABLE 1

Number and Percent Program of Students by Country of Birth

Country of Birth	Number	Percent
Haiti	73	64
Panama	8	7
Chile	2	2
Puerto Rico	1	less than 1
Other "Caribbean"	1	less than 1
Venezuela	1	less than 1
Ecuador	1	less than 1
Israel	12	11
Other "Middle Eastern"	3	3
People's Republic of China	4	4
Korea	3	3
Hong Kong	2	2
Cambodia	1	less than 1
Italy	2	2
TOTAL	114	100

- Sixty-four percent of the students were born in Haiti.
- Twelve percent of the students were born in Spanish-speaking countries.

TABLE 2

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	14	56	11	44	25	22
10	16	47	18	53	34	30
11	11	48	12	52	23	20
12	10	31	22	69	32	28
TOTAL	51	45[a]	63	55[a]	114	100

[a]Percent of all program students.

- Fifty-five percent of the students are female.
- Most students are found in the tenth and twelfth grades.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	1	1	0	0	2
15	4	3	2	0	9
16	7	6	2	0	15
17	4	10	9	8	31
18	7	6	3	4	20
19	1	3	4	6	14
20	1	5	3	7	16
21	0	0	0	6	6
23	0	0	0	1	1
TOTAL	25	34	23	32	114
Overage Students					
Number	20	24	10	20	74
Percent	80	70	40	60	60

Note. Shaded boxes indicate expected age range for grade.

- Sixty percent of the program students are overage for their grade.
- The highest percentage of overage students is found in the ninth grade.

ACADEMIC AND LANGUAGE PROFICIENCY

The Haitian participants are all recent arrivals in the United States (see Table 4). The grade advisor indicated that although a substantial proportion of the bilingual students received an adequate education in Haiti, are literate in French, and have well-developed skills in many academic subjects, those coming from rural Haiti have undeveloped skills in French, do very poorly in mathematics, and have few skills which can help them in subject-area courses. These students must be taught French (the French curriculum specialist indicated that although they understand French, they can neither read nor write the language well). Attempts to incorporate Haitian-Creole into the native language studies classes has met with stiff opposition from the students' parents. In Haiti, French is considered to be the language of the cultured, while Haitian-Creole is equated with poverty and ignorance.

Many Haitian program students who are academically and linguistically proficient in their native language are able to become orally fluent and literate in English quite easily. However, those students who are not proficient in their native language have tremendous problems in learning English and tend to lag behind. This disparity in language proficiency among Haitians leads to many classroom problems; in virtually every class containing Haitian program students, some view the material as being too easy while others view it as being painfully difficult. The grade advisor indicated that Haitian students who are proficient in French when they enter tend to get mainstreamed quite quickly, while those who are not proficient in French rarely get fully mainstreamed.

TABLE 4

Time Spent in the Bilingual Program[a]

(As of June 1983)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	3	4	3	0	10
1 Academic Year	18	10	2	4	34
2 Academic Years	4	14	12	17	47
3 Academic Years	0	5	6	7	18
4 Academic Years[b]	0	0	0	3	3
5 Academic Years[b]	0	0	0	1	1
Total	25	33	23	32	113

[a]rounded to the nearest year.

[b]reflects participation in previous bilingual program.

- Thirty-nine percent of the students have been enrolled in the program for one year or less.
- Only 19 percent of the students have been in the bilingual program for three years or more.

III. PROGRAM DESCRIPTION

PROGRAM GOALS AND OBJECTIVES

The goals of the program are stated in the proposal as a listing of long-term objectives. Specifically, the program included the following objectives for evaluation at its outset:

1) seventy percent of the beginning level E.S.L. students will master 25 beginning level objectives on the Criterion Referenced English Syntax Test (CREST) during the program's first year;

2) seventy-five percent of the intermediate level E.S.L. students will have mastered 25 intermediate level objectives on the CREST during the program's second year;

3) eighty percent of the advanced level E.S.L. students will have mastered 15 advanced level objectives on the CREST during the program's third year;

4) eighty percent of the students at all levels will improve in English speaking and comprehension proficiency as measured by the BINAL test;

5) eighty percent of the pre-mainstream students will have mastered three critical skills of the transition-to-mainstream E.S.L. course before mainstreaming;

6) all students achieving English language skills parity with the mainstream grade level will be transferred to non-Title VII instructional programs, provided they have achieved a passing average in the subject course areas;

7) survival skills center materials and resource packets will have been developed and disseminated by January, 1981;

8) a statistically significant increase beyond the .05 level will be achieved by 80 percent of the students as measured by the Primary Self-Concept Survey, the Survey of Interpersonal Values, and the Survey of Personal Values;

9) data folders on all students will be maintained, including information such as: LAB and CREST scores; B.C.T. and P.S.E.N. scores; transcripts of academic achievement in the native country and the United States; and results of Rokeach Value Survey;

10) the VIBES staff will be selected on the basis of professional bilingual preparation and commitment to expand their skills during the course of the project;

11) curricular guides in the native language will be produced in the areas of social studies and secretarial science; however, the use of English will gradually increase in these areas;

12) a licensed teacher-trainer will conduct an in-service course on the Lozanov Method (Suggestopedia) for the entire staff;

13) a licensed teacher-trainer will conduct an in-service course on the use of Values Clarification techniques in E.S.L./ bilingual education for the entire staff;

14) fifty percent program of the parents of program students will attend bi-weekly orientation/acculturation sessions conducted by project and E.S.L. teachers and 80 percent will attend P.T.A. meetings each term;

15) eighty percent of the students will score averages equal to or better than the mainstream student average on school-wide exams in areas targeted for bilingual services: social studies; general science; biology; business math; economics; and secretarial science;

16) eighty-five percent of the students will demonstrate a significant increase in achievement in reading, writing, comprehension, and speaking in the native language and in their appreciation of their native heritage.

Project VIBES revised substantially these goals and objectives due to drastic funding reductions in its first two years. In the first year of funding, the project budget was reduced by 65 percent; in the second year the budget was cut back by another third. As a result of these reductions, many facets of the original proposal could not be implemented.

The original proposal identified the Haitian, Russian, and Spanish ethnic/language groups as those requiring services. However, as a result

of the funding reductions, the Title VII project officers suggested that only the Haitian population be served.

The original proposal had also incorporated a special education component and a survival skills component (for students who enter the program in mid-semester). Neither component was funded. The program also suffered from a greatly reduced staff.

The project director also indicated that due to a lack of knowledge about student achievement on the CREST, the proposal writer committed the program to unrealistic objectives in this area. The revised student achievement and attendance objectives appear on Table 11. This year a concentrated effort has been made to meet program objectives relating to curriculum and materials development. The project director indicated that nearly all of these objectives have now been met.

PROGRAM PHILOSOPHY

Project VIBES is, in fact, a transitional multilingual program emphasizing the acquisition of English language skills. The program attempts to maintain and further develop proficiency in French for Haitian students who have it. For students who are proficient in Haitian-Creole, but not in French, it attempts to assist them in making a transition to French as well as to English. The approach used with the latter group is necessary because they must take state examinations in French to graduate.

Both the program director and grade advisor spoke of transition and support as being the central features of the program philosophy. This view was also shared by the principal and assistant principal for foreign languages. Both gave their unqualified support to the project director and to his image of the program. The grade advisor emphasized the importance of the personal support that program students receive. She also stated her belief that this personal support was as important as the academic services provided by the program.

ORGANIZATION AND STRUCTURE

Project VIBES is an integral part of the foreign language department. The assistant principal heading this department indicated that she and the project director meet regularly at foreign language staff meetings, as well as informally. However, she was adamant in stating that the project director has full autonomy in coordinating the program and its staff.

The principal also stressed the project director's full autonomy. However, both the principal and assistant principal for foreign languages made it quite clear that they take a keen interest in Project VIBES and work closely with the director whenever requested. An example of this cooperation can be seen in the appointment of a tax-levy grade advisor to the program when Title VII funding for that position ran out. Tax-levy funds are also used to pay half the salary of the bilingual secretary (although she works exclusively for Project VIBES).

In the first year of funding, the project staff consisted of a project director (who was replaced in the second year by the present director),

one resource teacher/curriculum developer, one resource teacher/grade advisor, one values clarification science teacher, one classroom paraprofessional, and one bilingual secretary. In the second year, the staff consisted of the project director, two grade advisors, one resource teacher/curriculum developer, and a bilingual secretary. This year, the project staff consists of the project director, one resource teacher/curriculum developer, one grade advisor, one paraprofessional, and one bilingual secretary.

In the past two years, the project staff has had to assume some teaching responsibilities and staff members repeatedly stated that they felt overworked. The staff characteristics of the professional and paraprofessional staffs over the past three years are presented in the appendices.

FUNDING

In addition to Title VII funding, the project also received tax-levy monies during its three-year cycle. Tables 5 and 6 indicate the funding sources of the non-instructional and instructional program components during academic year 1982-83. As shown on these tables, Title VII funds support most of the non-instructional activities, and some of the instructional activities.

TABLE 5

Funding of Non-Instructional Program Components

	Funding Source(s)	Title
Administration & Supervision	Title VII	Director
Curriculum Development	Title VII	Curriculum Developer/Resource Teacher (3 periods daily)
	Title VII	Curriculum Developer/Resource Teacher (same as above, 3 periods daily)
Supportive Services	Title VII	Paraprofessional
	Tax-Levy	Grade Advisor
Staff Development	Title VII	Director (Same as above)
Parental & Community Involvement	Title VII	Paraprofessional (Same as above)
Secretarial & Clerical Services	50% Title VII 50% Tax-Levy	Bilingual Secretary

TABLE 6

Funding of Instructional Component[a]

Content Area	Funding Source	Number of Teachers	Number of Classes
English as a Second Language	Tax-Levy	2	2,1
	Module 5B	1	2,
Native Language Studies	Title VII	1	1
Mathematics	Tax-Levy	1	1
Science	Tax-Levy	1	1
Social Studies	Tax-Levy	1	1

Source. High School Personnel Inventory for Bilingual/E.S.L. Programs, March 24, 1983, Division of High Schools, New York City Public Schools.

IV. INSTRUCTIONAL COMPONENT

STUDENT PLACEMENT

As stated in Section II, student participation in Project VIBES is determined by scores on the LAB below the twenty-first percentile, scores on the CREST, recent arrival, parental request, teacher recommendations, and an evaluation made by the grade advisor.

The grade advisor indicated that placement of students in content-area courses depends, in theory, on the educational level attained in the native country. However, there are problems with this approach. Haitian school records are often difficult to obtain and the standards in Haitian schools vary considerably making school records difficult to interpret. Finally, Haitian school records often show signs of tampering. As a result of these factors, placement is often determined by scores on tests and teacher recommendations. The project director said that scores on math tests are often the best indicator of a Haitian student's educational background.

PROGRAMMING

VIBES students receive individualized programming. The grade advisor stated that this allows her to consider each student's capacities and needs.

Due to the limited number of students and staff in Project VIBES, not every class can be offered each year. This leads to programming difficulties. Students must sometimes forego a class which they should

be taking because a required class will not be scheduled again for another year.

MAINSTREAMING

Both the project director and grade advisor indicated that mainstreaming was the first priority of project staff. The formal criteria for program exit include a score above the twenty-first percentile on the LAB, and the attainment of at least thirteen objectives on the advanced level of the CREST. Teacher recommendations, performance in content-area courses, and parental choice are also considered. The project director indicated that all program students are taking at least some mainstream courses. The grade advisor stated that it is very important for students to be integrated with mainstream students for reasons of personal and social adjustment, as well as for academic reasons.

The grade advisor also stressed that content-area courses in French parallel mainstream courses quite closely. She added that mainstream classes are a little ahead of bilingual courses only because teachers in bilingual courses must often spend time on linguistic problems. The grade advisor also asserted that at least some English was incorporated into all of the bilingual content-area classes. The project director also stressed this point.

ENGLISH AS A SECOND LANGUAGE (E.S.L.)

Project VIBES offers three levels of E.S.L. instruction, ranging from beginning to advanced. A remedial reading program is also available

for both bilingual and mainstream students. E.S.L. beginning and intermediate classes meet for a double period every day; advanced E.S.L. classes meet for a double period every day in the fall and for a single period every day in the spring (see Table 7).

An evaluator sat in on both an intermediate and an advanced level E.S.L. class. The intermediate level E.S.L. class was held in a large, well-lit classroom. Of a class register of 27, 19 students were present. The teacher was well-prepared, followed the lesson plan, and involved most of the students in classroom activities. Thirty out of 45 minutes were spent on instruction; the class was disrupted for 15 minutes by a fire drill. The lesson dealt with the past progressive and the teacher would call on students to make up sentences in this tense; she would work with them until they gave the correct response. The class was quiet and attentive. The assistant principal for foreign languages told the evaluator that, in her opinion, teachers who are foreigners themselves make the best E.S.L. teachers. The materials used in class were Access to English II and the accompanying workbook. After the class, the teacher told the evaluator that although she expects all students to achieve and progress, some of the Haitian students had tremendous difficulties with English and were lagging behind the others.

The advanced E.S.L. class was also held in a large, neat, well-lit room. The teacher spent most of the period having students write the answers to the previous night's homework on the blackboard. Many students

TABLE 7

Instruction in English as a Second Language and English Reading

Fall

Course Title and Level	Number of Classes	Aver. Class Reg.	Class Pds. Week	Class For Prog. Students Only?	Description	Curriculum or Material in Use
E.S.L. Beginning	1	22	10	Yes	English Instruction	Access in English
E.S.L. Intermediate	1	31	10	Yes	English Instruction	Access in English
E.S.L. Advanced	1	32	10	Yes	English Instruction	The Adventures of Huckleberry Finn & graded exercises
English Reading	1	12	5	No	Individualized React. Program	Material used based on students' needs
				Spring		
E.S.L. Beginning	1	25	10	Yes	English Language Instruction	E.S.L. Curriculum - NYC
E.S.L. Intermediate	1	27	10	Yes		E.S.L. Curriculum - NYC
E.S.L. Advanced	1	35	5	Yes		E.S.L. Curriculum - NYC
English Reading	1	10	5	No	English Reading Remediation	

appeared bored and there was a constant din in the classroom. There were several disruptions, as students who were not following the homework review would talk amongst themselves. Near the end of the class, the teacher was able to involve most of the class by having them recite vocabulary words. After the class, the teacher told the evaluator that the wide disparity in the students' English language proficiency made teaching this class very difficult. The evaluator was later told that this teacher has over ten years' experience teaching E.S.L.

NATIVE LANGUAGE STUDIES

Project VIBES provides two classes each semester for native language instruction in French exclusively for program students. Each class is held five periods a week (see Table 8).

The French curriculum specialist (who took over this year) stated that the greatest problem he faced was the disparity in French language skills among the Haitian students. He stated that while some students are able to cope with advanced material in French, others can barely read and cannot write at all in French. He stated that it was important to teach French as if it were a second language to those students who lacked proficiency.

TABLE 8

Instruction in the Native Language

Course Title	Number of Classes	Average Class Register	Description	Curriculum or Material in Use
Native Language Arts (Fall)	2	27	Native Language Lit. French/Haitian Creole	Teacher Developed
Native Language Arts (Spring)	2	26	French Literature	Passeport au Francais

An evaluator observed a native language studies class taught by the curriculum specialist. Of a register of 20 students, 13 were present (the teacher indicated that two advanced students were registered in the class but were doing independent study with him). For the first fifteen minutes, students read aloud a short story in French, from the text Passeport au Francais. After the readings, the teacher attempted to conduct a question and answer period. At this point, the class grew unruly. The teacher was never really able to restore order.

CONTENT-AREA SUBJECTS

Project VIBES offers a variety of content-area courses in French, as well as E.S.L. business math, and E.S.L. practical biology classes. Table 9 gives a complete listing of bilingual instruction in subject areas in the spring and fall. These courses are held for five periods

each week, are exclusively for program students, and give academic credit. All materials used in these courses correspond to the mainstream curriculum and were appropriate to the students' reading level.

The project director told an evaluator that due to the heterogeneous student backgrounds, the E.S.L. business math class was a failure and what is really needed is an individualized instruction program in mathematics.

An evaluator observed a practical biology class taught in French. The topic of the day was the role of hormones in the human reproductive cycle. The class was taught in lecture form by the curriculum specialist, and once again he appeared to have difficulty maintaining order in the class. Very little English was used during the lesson (he reviewed some biological terms in English) and whenever students would either ask or answer a question in Haitian-Creole, he would respond in French. The text used was Biologie Practique, (a staff-developed text in French), there was also an English-language text, but it was not used during the lesson. However, the curriculum specialist stated that it was used about one-third of the time.

TABLE 9

Bilingual Instruction in Subject Areas

Fall

Course Title	No. of Classes	Aver. Reg.	Language(s) of Instruction	Criteria for Selection of Students	% Materials in Native Language	Comments
Global Studies 3	1	26	French/Haitian Creole (70%)	LEP	35%	Emphasis on Acquisition of English & Mastery of Content
American History 1[a]	1	15	French/Haitian Creole (70%)	LEP	35%	Emphasis on Acquisition of English & Mastery of Content
Hygiene	1	36	French/Haitian Creole (80%)	LEP	80%	Emphasis on Values related to Hygiene and Health
Business Math[a]	1	32	E.S.L. English (90%)	LEP + poor math background	0%	Poor Attendance
Practical Biology[a]	2	30	French & English (50%)	LEP	50%	One section taught mostly in English
			Spring			
Social Studies	2	24	French/Haitian (85%)	LEP	20%	
Practical Biology	2	30	French & English (50%)	LEP	50%	

[a]Paraprofessional assistance was available in these classes.

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V. NON-INSTRUCTIONAL COMPONENT

SUPPORTIVE SERVICES

The VIBES staff was very positive about the quality of the supportive services that are provided to program students. Students receive the services of a tax-levy grade advisor who speaks French. The principal stated that she was doing a wonderful job, but that she was overworked. Contact with the grade advisor focuses on placement, career and vocational planning, and whatever other problems (academic or personal) a student might have. Success of the counseling component is reflected in the post-high school plans reported by 27 twelfth-grade students: 23 planned to attend college; two hoped to enter the business world; one planned to keep a household; and one had "other" plans. The grade advisor indicated that the program has a tutorial program which meets two periods a day and is run by her and by the paraprofessional. This tutorial program is open to all students and gives them assistance in any academic area. The grade advisor also stated that special placement is available for students who cannot cope with a regular schedule and that problem students are referred to and tested by C.O.H. By the end of the spring semester only 27 students had left the program: 12 of these had completed their studies and had graduated. Seven students had transferred to another program, four returned to their native country, three transferred to another school, and one left for employment reasons.

Haitian students tend to come from families in which both parents are working. The grade advisor stated that as a result, Haitian students are not properly supervised by their parents and often get into trouble.

The staff attempts to deal with this by assisting program students who are having personal problems. She recently had to refer one student to a birth control clinic. She also stated that program students often approach staff members when they are in trouble rather than going to their parents.

After mainstreaming, program students are said to continue utilizing the supportive services provided by the program. A full listing of the supportive services offered to program students is included in the appendices.

CURRICULUM AND MATERIALS DEVELOPMENT

The project director reports that the curriculum development goals from the original proposal had been met, with the exception of business math, which was still under development, and secretarial science, which was replaced by hygiene. The program has completed curriculum guides and materials in French ecology, practical French ecology, French hygiene, French economics, E.S.L. science, and E.S.L. biology. It is developing or adapting materials in French native language arts, French social studies, E.S.L., and business math. All of the materials developed and under development are parallel to mainstream materials and guides (see Table 10).

PARENTAL AND COMMUNITY INVOLVEMENT

Both the project director and grade advisor indicated that one of the major failures of the VIBES program was its inability to generate parental involvement. They stated that Haitian parents do not take

TABLE 10

Curriculum and Materials Development and Adaptation

Curriculum or Material	Status					
	Development	Adaptation	Completed	In Process	Parallel to Mainstream	In Use
French Ecology			X		Yes	Yes
French Practical Biology			X		Yes	Yes
French Hygiene			X		Yes	No
French Social Studies		X		X	Yes	No
French Economics			X		Yes	No
French Native Language Arts	X			X	Yes	Yes
E.S.L.		X			Yes	Yes
E.S.L. Science			X		Yes	No
E.S.L. Biology			X		Yes	Yes
Business Math	X				Yes	No

an active interest in their children's school life, and it is difficult to get them to attend meetings. The program has taken the initiative to increase parent participation by developing a program in which the paraprofessional telephones students' parents and tells them their children's grades (students often forge their parents' signatures on their report cards). She also telephones to inform them that their children have been absent.

The grade advisor indicated that a speaker from Haitian Parent-Teacher Training (H.A.P.T.T.) had been invited to speak this year, but parent participation was minimal.

One notable success was last year's end-of-year party. Over 100 parents participated and several committees were formed. However, after joining, the parents never attended committee meetings.

Attempts to generate community involvement have met with more success. The current French curriculum specialist was located through contacts with the Haitian Community Center, and the Haitian radio station has been involved in several program activities.

STAFF DEVELOPMENT

Several staff development activities take place at South Shore: the bilingual staff has monthly administrative meetings; twice a semester the bilingual and E.S.L. staffs meet to assess procedures for tests; and monthly administrative meetings attended by the bilingual, E.S.L., and foreign language staffs are presided over by the assistant principal for administration. Twice a semester there is a student counseling

meeting attended by the bilingual and E.S.L. staffs; there is also a values clarification workshop, attended by the bilingual staff. Finally, twice a year there is a Haitian culture and education workshop attended by the bilingual staff and generally a representative from H.A.P.T.T.

There are several staff development activities held outside the school: the project director attended a National Association of Bilingual Education (NABE) conference in Washington D.C. and a Board of Education workshop dealing with assessing LEP students. The project director and the curriculum specialist attended a BESC workshop at Hunter College dealing with the evaluation and assessment of bilingual programs. The curriculum specialist attended a New York State Education Department/ O.B.E.-sponsored workshop on the education of Haitian students; he also attended an O.B.E.-sponsored workshop on the development of curriculum materials in French.

Various staff members have attended university courses at Brooklyn College, the City University of New York, and New York University. The courses attended were: Curriculum Development Education; Fieldwork in Psychology; Assessment in Behavior I; Assessment in Behavior II; Psychology of Learning Differences; Fieldwork in School Psychology; The Social-Cultural Foundations of Bilingual, Bicultural Education; and Organizational Theory II.

For more detailed information on staff development, see Appendix C.

VI. FINDINGS

ASSESSMENT PROCEDURES AND INSTRUMENTS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1982-83.

In conjunction with the project coordinator, the program objectives were modified to be consistent with those used in previous evaluations of the program. Table 11 presents the revised program objectives.

TABLE 11

Revised Program Objectives

Objective	Purpose of Objective	Instrument
1	Program students will master at least one objective per month of instruction on pre- and post-test CREST measures.	CREST Levels I, II and III
2	Seventy-five percent of program students enrolled in mathematics, science, social studies, business/ vocational, and native language studies courses will earn a passing grade.	Teacher-developed tests
3	The attendance rate of program students will be significantly higher than that of the total school-wide attendance rate.	School attendance registers

ENGLISH READING AND COMPREHENSION

The assessment instrument utilized for measuring the attainment of objective 1 was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula at the high school level. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pre-test and post-test are calculated to represent the gain score, and an index which represents the number of objectives mastered per month is computed. However, since the levels are not equated vertically, it is impossible to measure gains for students who change levels. Extensive information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

The CREST was administered at the beginning and end of the spring semester. Table 12 presents the test results for students who were pre- and post-tested with the same test level during the semester.

Data were available for a total of 45 students. Examination of Table 12 reveals that an average of approximately 0.88 CREST objectives per month were mastered by students tested on Level II, an average of

*Board of Education of the City of New York, Division of High Schools, 1978.

0.36 objectives per month were mastered by Level II students, and only 0.03 objectives per month were mastered by Level III students.

In each instance, program students failed to achieve the targeted one objective per month mastery. The failure to achieve mastery was in part a reflection of the relatively high initial status of the groups whose effect was compounded by the small number of students in each group. At CREST Level I testing, 50 percent of the program students had already mastered 75 percent of more of the CREST objectives on the pre-test. At Level II, approximately 65 percent of the students had mastered 72 percent or more of the objectives on the pre-test. On the Level III CREST, approximately half the students had already mastered 67 percent or more of the objectives on the pre-test. (See Recommendations.)

TABLE 12

Results of the Criterion Referenced English Syntax Test

(Program Students, Pre- and Post-Tested on Same Test Level, Spring)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
I	16	17.06	20.44	3.38	3.90	0.88
II	14	16.71	18.14	1.43	3.93	0.36
III	15	9.07	9.20	0.13	3.75	0.03
TOTAL	45	14.29	15.98	1.69	3.86	0.44

*Post-test minus pre-test.

STUDENT ACHIEVEMENT IN CONTENT-AREA SUBJECTS

Table 13 presents the passing rates for program students enrolled in mathematics, science, social studies, business/vocational, and native language studies for both the fall and spring semesters.

Overall student passing rates attained the target objective minimum rate of 75 percent. Passing rates ranged from 78.9 percent in mathematics to 96.2 percent in native language studies in the fall, and 81 percent in mathematics to 96.1 percent in business/vocational courses in the spring.

TABLE 13

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects[a]

Content-Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
				Fall						
Mathematics	13	61.5	20	80.0	17	88.2	21	81.0	71	78.9
Science	14	92.9	25	92.0	16	87.5	19	100.0	74	93.2
Social Studies	16	81.3	23	91.3	18	88.9	22	100.0	79	91.1
Business/Vocational	2	100.0	10	70.0	18	100.0	32	93.8	56	91.1
Native Language Studies	9	88.9	16	93.8	14	100.0	13	100.0	52	96.2
				Spring						
Mathematics	10	80.0	21	81.0	16	81.3	11	81.8	58	81.0
Science	18	77.8	24	87.5	14	100.0	4	100.0	60	88.3
Social Studies	18	77.8	22	90.9	19	89.5	12	83.3	71	85.9
Business/Vocational	5	80.0	10	100.0	13	100.0	26	96.2	51	96.1
Native Language Studies	16	75.0	17	94.1	14	100.0	10	100.0	57	91.2

[a]Mathematics courses include pre-algebra, algebra, geometry, eleventh- and twelfth-year math, calculus, and computer math/programming. Science courses include general science, biology, chemistry, hygiene/health education, and Spanish-high school equivalency. Social studies courses include world/global history, American history, economics, and American studies/culture. Business and vocational courses include typing, auto mechanics, electrical shop, wood shop, metal shop, accounting, drawing, drafting, art, music, vocational work experience, "other."

STUDENT ATTENDANCE

Program students had a mean total attendance rate of 90.65 percent (Table 14) as compared with the total school atteandance rate of 80.4 percent (n=3,092).

The z-test was used to examine the difference in attendance rates between program students and the general school population. A result (z value) sufficiently large to attain statistical significance indicates that the program attendance rate is not based on a respresentative sample of the school population, that is, that the two attendance rates are significantly different. The obtained z-value (Table 14) indicates that the program students had a significantly greater rate of attendance than the overall school population (p less than 0.05).

TABLE 14

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Grade	Number of Students	Mean Percentage	Standard Deviation
9	19	83.26	19.75
10	25	92.36	11.48
11	19	92.37	8.06
12	15	95.00	7.64
TOTAL	78	90.65	13.30

Average School-Wide Attendance Percentage: 80.40

Percentage Difference = 10.25	z = 2.28	p = <0.05

VII. CONCLUSIONS AND RECOMMENDATIONS

Project VIBES has made a substantial accomplishment, considering the budgetary and staff limitations under which it has been forced to operate. The staff is highly committed and has done an excellent job. With one exception, the program has met its curriculum development goals as originally proposed. Successful counseling and tutorial programs have been implemented to serve students outside the classroom, however, the level of need is reported to be greater than current provisions made. Staff members have participated in several development activities both in and outside the school, as well as attending courses at local universities. Attempts to generate greater parental participation in school activities, however, have met with little success, despite program-initiated attempts to personally contact and inform parents about their children's school life.

In academic areas, program students have manifested high overall passing rates in the areas of mathematics, science, social studies, and vocational and business subjects, ranging from 80 percent passing in fall mathematics to 96 percent passing in business/vocational courses in the spring. In native language studies, overall passing rates were again high -- 96 percent in the fall and 91 percent in the spring. Although program students were unable to master one CREST objective per month, this failure was attributed to the relatively high initial achievement of the group and the small number of students for whom data were reported. Finally, program students demonstrated a significantly greater rate of attendance than the overall school population.

The major problem with Project VIBES was that students with well-developed skills in French, mathematics, and the other subject areas are placed in the same classes as students with undeveloped skills in these areas. This leads to classroom instruction which is too easy for some and too difficult for the rest.

The evaluation team recommends that the project consider the following:

1. providing additional guidance services to meet the high level of need reported;

2. developing individualized instructional programs in the subject areas, particularly in mathematics in which the need appears to be highest. The formation of classes by levels of ability might be an effective alternative;

3. continuing efforts to incorporate Haitian-Creole into native language studies and content instruction in general as a means to promote achievement in all subject areas among those students not yet proficient in French language skills; and

4. retesting students immediately with the next level of the CREST, if students master more than 50 percent of the objectives at pre-test for Levels I and II. This would yield a more accurate measure of gains achieved in English syntax.

VIII. APPENDICES

APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs

Function(s)	% Time In Each Function	Date Appt. Each Function	Education (Degrees)	Certification	License(s)	Total Years Experience in Education	Years Experience: Bilingual	Years Experience: E.S.L.	Years Other Relevant Experience
Director	1.0	9/81	B.S. Science, M.A. Ed. M.A. Psychology	NYC NYS	Bilingual Biology Bilingual Science Reg. Biology & Gen Sci.	6 years	5 years	3 years	Training in Bilingual Administration-Hunter College
Curriculum Specialist Resource Teacher	.6 .4	9/82	B.A. Social Science	NYS NYC	Bilingual Soc. Studies French Language	2 years	2 years	--	
E.S.L. Teacher Grade Advisor & Bil. Counselor	.4 .6	9/77	M.A. E.S.L. Education	NYC NYS	E.S.L. French Language	12 years	9 years	9 years	
E.S.L. Teacher	.4	9/72	M.A. E.S.L. Education	NYS NYC	E.S.L. Spanish	11 years	11 years	11 years	
E.S.L. Teacher	.4	9/79	M.A. Russian Lit.	NYS NYC	Russian E.S.L.	15 years	6 years	6 years	
Math Teacher	.2	9/77	M.A. Math Education Ph.D. Candidate	NYS NYC	Math H.S. Bilingual Math (French)	6 years	2 years	--	
Science Teacher	.2	9/79	M.A. Science Education	NYS NYC	Bilingual Biology & Gen. Science Biology-H.S.	6 years	3 years	------	
Paraprofessional	1.0	9/79	B.A. Education Bilingual French	NYS NYC	Paraprofessional NYC	4 years	4 years	------	

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APPENDIX B

Support Services Offered to Program Students (Fall and Spring)

TYPE OF SERVICE	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED	COORDINATOR'S JUDGEMENT OF EFFECTIVENESS OF SERVICE		
					HARDLY	SOMEWHAT	VERY
COUNSELING							
° ACADEMIC	Tutorial Instruction Provided	Teacher & Paraprofessional	Two Hours Daily	English - French/ Haitian Creole		X	
° PERSONAL	Informal sessions originated by the student or the staff member	Grade Advisor, Director, Curriculum Specialist	When needed	English - French/ Haitian Creole			X
° CAREER ORIENTATION	Presentation in class and individual interviews	School Career Counselor Bilingual Staff, Guests	Once monthly	English & French/ Creole			X
° INDIVIDUAL	Individual course of study planning session	Bilingual Counselor	At least once a term	French and English			X
° GROUP	Group guidance sessions	Project HAPTT and representatives from BESC	Twice a term	French-Haitian/Creole		X	
REFERRALS							
° IN-SCHOOL	Bilingual Counselor Mainstream Guidance Psychological Assessment	Bilingual Counselor Director	As needed	French/Creole & English			X
° OUT-OF-SCHOOL	Placement in other schools or programs according to need	School-based support team and Bilingual Counselor	As needed			X	

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APPENDIX 3

Support Services Offered to Program Students (Fall and Spring)

TYPE OF SERVICE	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED	COORDINATOR'S JUDGEMENT OF EFFECTIVENESS OF SERVICE		
					HARDLY	SOMEWHAT	VERY
FAMILY CONTACTS							
° HOME VISITS		Paraprofessional	Twice monthly	French/Creole			X
° TELEPHONE	Contact with home	Paraprofessional and Curriculum Specialist	As needed (Almost daily)	French/Creole English			X
° MAIL	Information as to student's progress	Director and Secretary	Once bi-monthly or more frequently needed	French & English		X	
° PROGRAM ACTIVITIES	Parent-Teacher Conference	All Staff	Once a term	French - Haitian/ Creole & English		X	
° SCHOOL ACTIVITIES	P.T.A. Meetings	Directors	Twice a term	English	X		
OTHER:	Social Gathering and Student Performance	Director and Staff	Once Yearly	French/Creole and English		X	

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APPENDIX C

Staff Development Activities in School

Strategy	Description(s), Goals, or Titles	Number and Title of Staff Attending	Speaker or Presenter	Frequency or Number of Sessions	Coordinator's Judgement Of Effectiveness		
					Hardly	Somewhat	Very
Pre-Service	Assessment procedures	All biling. & E.S.L. staff	Project Director	4 - Twice a term			X
Department Meetings	Administrative	All biling. staff	Project Director	1 every month			X
	Student Counseling	All biling. & E.S.L. staff	Bilingual Guidance Counselor	4 - twice a term			X
	Administrative (together with Foreign Language staff)	All biling., E.S.L. & For. Language teachers	AP, administration Project Director	1 every month		X	
Workshops	Values Clarification Workshops	All biling. staff	Project Director	4 - twice a term			X
	Haitian Culture & Education	All biling. staff	Representative Project HAPTT	2 in a year			X

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APPENDIX C

Staff Development Activities Outside School

Strategy	Description(s), Goals, or Titles	Number and Title of Staff Attending	Speaker or Presenter	Coordinator's Judgement Of Effectiveness		
				Hardly	Somewhat	Very
Workshop Held Outside School	Evaluation and Assessment of Bilingual Program	BESC - Hunter	Project Director & Curriculum Specialist			X
	Assessment of LEP Students	Board of Education Office of Bil. Ed.	Project Director			X
	Education of Haitian Students	N.Y.S. Ed. Dpt. & N.Y.C. O.B.E.	Curriculum Specialist			X
	Development of Curriculum in French	O.B.E.	Curriculum Specialist			X
Conferences and Symposia	NABE Conference Washington, D.C.	National Association of Bilingual Education	Project Director			X

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APPENDIX C

University Courses Attended by Staff

Staff	Institution	Courses	Frequency	Applicability of Coursework to Program		
				Hardly	Somewhat	Very
Professional	Brooklyn College	Curriculum Development Education 773.X	45 hours			X
		Fieldwork in Psyc. I Education 704.IT	31 hours		X	
		Assessment in Behavior I Education 726 6X	60 hours			X
		Psychology of Learning Difficulties 721 X	45 hours			X
		Fieldwork in Sch. Psyc.	30 hours		X	
		Assessment in Behav. II	60 hours			X
	City University of NY - City College	Socio-Cultural Foundations of Bilingual, Bicultural Education	45 hours			X
	New York University	Organizational Theory II	30 hours			X